

Inspection report for early years provision

Unique reference number	112232
Inspection date	28/02/2011
Inspector	Cathy Hill
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1994. She lives with her husband in the village of Church Crookham, Hampshire. The whole of the house is used for childminding with play activities downstairs and a bedroom used for sleep only. There is a fully enclosed garden available for outside play. The family has caged birds and rabbits. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age group. She is currently minding four children in this age group on various days during the week. The childminder also offers care to children aged from five years to over 11 years. The childminder walks to local schools to take and collect children and attends local toddler and childminder support groups on a regular basis. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children relax and enjoy themselves in the welcoming, family environment the childminder provides for them. They are making good progress with their learning and are sensitively supported by the childminder as they play. Inclusive practice is positively promoted. A range of documentation is in place to support the childminder's practice, although some lacks detail and there is a weakness with regard to some safety documentation. The childminder's capacity for continuous improvement is good and she has been proactive in continuing with her own professional development linked to early years practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare) 14/03/2011

To further improve the early years provision the registered person should:

- improve children's development records by clearly showing their next steps in learning in all areas
- improve detail in documentation by including Ofsted's contact address within the complaints procedure and by recording children's full names in attendance records.

The effectiveness of leadership and management of the early years provision

Children have excellent relationships with the childminder and turn to her readily for support showing they feel safe and secure in her care. Their welfare is safeguarded well by the childminder who has attended child protection training. She has a detailed policy and relevant literature on file to support her safeguarding practice. Risk assessment records are maintained for the home and outings and the childminder carries out a daily visual check of her premises to ensure children play safely at all times. She organises her time, space and resources effectively to provide children with daily and equal opportunities to develop their skills in all areas. Children move freely between the dedicated playroom, where they have access to a good range of age appropriate toys, to the dining room and kitchen/breakfast area. Their artwork and educational posters are displayed in the minding areas to provide children with a stimulating surround for learning. The childminder is attentive to children's individual needs and supports children with their learning but also steps back to allow children the freedom to independently explore toys at their own pace. Most required documentation is in place but the childminder has not requested written parental consent to the seeking of emergency advice or treatment for all children, which is a breach of requirements. Documentation is generally well detailed, although children's full names are not recorded in attendance records and Ofsted's contact address is not included within the complaints procedure.

The childminder works positively in partnership with parents and others involved in children's care and education. Good relationships have been established with parents who find the childminder to be 'first class' and confirm they receive regular updates on their child's progress and that they 'trust her implicitly'. The childminder has completed a self-evaluation form reflecting on her practice and identifying areas for further improvement, such as her paperwork. She has addressed all recommendations made at her last inspection and has attended further training, for example, she has attended Makaton training and has completed her diploma in home based childcare. She treats all children with equal concern and dedicates her time to ensuring children are happy and purposefully occupied with activities of their choice.

The quality and standards of the early years provision and outcomes for children

Children are happy and confident and settle immediately in the familiar surroundings of the childminder's home. They behave very well as they are actively engaged with meaningful play. Older children show consideration for younger children as they sit and help them with puzzles and they demonstrate kindness, for example, as they make a 'special' model from dough for the childminder. Their manners are excellent following the lead of the childminder, who acts as a positive role model. Children are enthusiastic and show a strong motivation to learn as they ask the childminder questions to develop their knowledge. They are proud of their

achievements and delightedly show the childminder a puzzle they have finished. The childminder praises children's efforts thereby boosting their self-esteem. Children play in a clean, home environment and the childminder's policies and procedures ensure they are protected from illness and infection. The childminder works in partnership with parents to meet children's individual dietary requirements. Children sit sociably together to eat a snack of fruit and breadsticks and have free access to drink as they play. They have daily opportunities for physical development. They carefully climb on the rocking horse and smile happily as they rock to and fro and they show good hand-eye coordination as they complete both inset and interlocking puzzles.

Children access a range of play activities both inside and outside the home which help them develop their future skills. They learn how to keep themselves safe as they take part in practises of the childminder's emergency evacuation plan and as they follow road safety procedures when out with the childminder. A poster displayed within the minding area reminds children about road safety. The childminder maintains learning records for all children and tracks their development in the different learning areas but does not record children's next steps in learning in all areas. Children's language and vocabulary skills increase as the childminder effectively interacts with them by naming the animals on puzzle pieces and by describing colours. Children sit to complete a number puzzle and quickly recognise the numbers called by the childminder and insert the puzzle piece in the correct slot. They enjoy imaginary play with cars and dolls and engross themselves in making models from dough. They show an understanding of how things work as they press buttons on interactive books to make music play. They learn about the wider world through outings with the childminder to places, such as the library and parks.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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